



USAID
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USAID/Brazil's Disadvantaged Youth Program

enter Jovem
Empregabilidade, Tecnologia & Inglês

QUARTERLY PROGRESS REPORT

January– March 2010

American Institutes for Research

April 2010

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Introduction

Since 2003, the American Institutes for Research (AIR) has been working with Brazilian organizations to implement Enter Jovem (EJ) – a workforce insertion program targeting disadvantaged youth in Northeast Brazil. This program was designed in response to USAID/Brazil’s RFA 512-03-004, which called for an initiative to increase youth’s access to the formal job market. In September 2007, USAID awarded the American Institutes for Research (AIR) together with Instituto Empreender (a Brazilian NGO) a one-year extension for the Enter Jovem program in Brazil. In 2008, AIR was given a two-year extension to the project to implement the project in public schools. Project end date is scheduled for September 2010.

The activities contribute to USAID’s Program for “*Economic Growth*” through Program Area 4.6. “*Private Sector Competitiveness*”. Under this Area, Enter Jovem will impact program element 4.6.3. “*Workforce Development*”. The Enter Jovem program prepares youth through training to join the formal job market (Sub-Element 4.6.3.3. Workforce Readiness).

Enter Jovem’s Program Goal: *In-country capacity to sustain and replicate the youth employment methodology increased*

Enter Jovem Specific Objectives: (1) establish and strengthen employability, technology and language nuclei; (2) increase teacher’s proficiency of English language and capacity to replicate the Enter Jovem methodology; (3) increase cultural exchange opportunities; and, (4) disseminate Enter Jovem’s insertion strategy.

To achieve the specific objectives and contribute to USAID’s Program Area 4.6. *Private Sector Competitiveness*, AIR is introducing an English language component to the Enter Jovem program and a teachers/educators training program to reach **Objective 2**; strengthen public and private sector alliances to implement **Objectives 1 and 3**; train teachers and youth using Enter Jovem’s methodology and provide job placement coaching, on-the-job mentoring and professional experience to achieve **Objectives 2 and 4**.

By understanding the market’s needs, Enter Jovem was able to provide youth the appropriate and needed skills to succeed in the current workforce. Enter Jovem recognized that it is essential to work simultaneously to prepare youth for formal market employment opportunities and to equip them with marketable skills that will allow them to create their own professional opportunities.

Summary

Training: In 2010, a third cohort of students started the program with classes due to end in August 2010. A total of **316 students** are enrolled in the Enter Jovem program. Of these, a total of 108 students are also taking the English language classes in eight schools where English teachers were available. This is the second cohort of students enrolled in the English language program. Teachers were trained in Recife on AIR's Energy Efficiency curriculum to begin classes next quarter.

Labor Market Insertion: Thirty-five (35) graduates were hired this quarter. Since project start-up in October 2008, a total of **247 youth** have joined the formal job market and 77% of them have already retained their jobs for more than 90 days. AIR has exceeded by nearly 25% the initial estimated target of youth hired for the entire two year period of this Cooperative Agreement.

Public Policy: AIR and its Institutional Relationship Manager, Mrs. Edmea Nunes, were unanimously elected by the members of the Bahia State Apprenticeship Forum as representatives of the non-for-profit organizations.

Public and Private Partnerships: AIR restarted its activities in Recife, Pernambuco through a grant from CELPE and has established its second project office. The objective is to benefit **500 Enter Jovem graduates** from previous years who successfully completed training by increasing the opportunity for them to join CELPE as an employee. Training, volunteer service and assessment are major components of AIR's scope of work.

Success Story:

Monitoring and Evaluation: AIR shall achieve or exceed the estimated targets by the project's end date in September 2010. A total of **61%** of the number of students who completed training have joined the formal job market.

1. Training

1.A. Youth Training

In 2010, AIR has implemented 13 NETIs¹ (*Núcleos de Empregabilidade, Tecnologia & Inglês*) in ten public schools and one private university to deliver services to program beneficiaries. This is the third cohort of students to go through the training on Employability & Technology and the second cohort of students to have English lessons.

The **316 students** enrolled were grouped in **21 classes** held in all three periods - morning, afternoon and/or evening – according to each NETI's availability². The vast majority of the students enrolled in the program are females.

During this quarter, the pedagogical team worked on the organization and start of the Employability, Technology & English course activities. These included, but were not limited to: class planning; process evaluation; selection of educators; meetings with School Principals; Secretary of Education; curriculum review; and student pre-enrolment and enrolment.

In order to raise the awareness of the school community, the Enter Jovem teams participated in educational workshops in schools, which occurred in most schools from February 08 to 10, 2010. These educational workshops are offered to all teachers and principals in each school.

Of the sixteen public (16) schools participating in the Program in 2009, one (1) showed no interest in staying in the Program due to other projects they had committed to previously; six (6) were assessed as non effective in 2009 and nine (9) remained in the program.

Since the goal established by the pedagogical staff of approximately 450 (four hundred and fifty) youth enrolled had not been achieved, two more schools were invited to take part in the program. The first school to be invited was Mrs. Mora Guimarães. The second school was the State School Anísio Teixeira, visited on March 30, 2010, with participation not yet confirmed. The principal Mr. Nilson Roque, has requested that the pedagogical coordination send a formal invitation presenting the project so he could subject it to faculty approval. If the program is accepted, classes will begin by the end of April.

The project target per school and the number of youth actually enrolled to date is presented below (subject to confirmation of the last school: Anísio Teixeira):

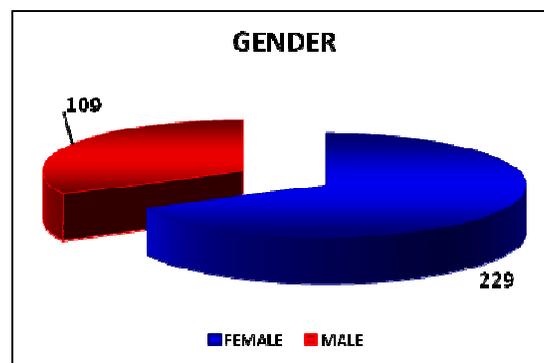
¹ NETIs – Employability, Technology and English Nuclei: training centers in schools/university containing one computer lab and one classroom.

² The NETI Garrastazu Médici and João das Botas have provided only one shift, night and afternoon, respectively

	NETI	TARGET	ENROLLED
01	C. E. Alípio Franca	30	21
02	C. de Aplicação Anísio Teixeira	40	17
03	C. E. Castelo Branco	30	28
04	C. E. Presidente Costa e Silva	32	28
05	C. E. Dona Leonor Calmon	34	29
06	C. E. Presidente Garrastazu Médici	22	10
07	C. E. João das Botas	25	13
08	C. E. Mora Guimarães	40	50
09	ICEIA	32	18
10	C. E. Luiz Pinto de Carvalho	50	51
11	FIB	75	73

The disaggregation regarding gender is as follows: 68% (sixty eight percent) female and 32% (thirty two percent), male.

**Youth Enrolled in the Program in 2010
Disaggregated by Sex**



At FIB, AIR signed an agreement where students shall receive credits for working voluntarily as Educators. In order to accommodate the graduate students schedules and availability, the Enter Jovem curriculum was divided into modules. FIB students were responsible for the first two modules and their participation was converted into Hours of Teaching Practice.

Although 10 university students had shown interest in working in the program, six finished the training sessions and three actually started working. Two of them left the program by the end of the second module. Therefore, AIR's staff took over the classes. Their participation was critical to avoid drop-out and for the continuity of the classes at FIB. Upon realizing the fragility of this process where graduate students work as volunteer, the Direction of the program decided to offer a scholarship/stipend to the trainees who worked with the groups at FIB. The most promising graduate students have been offered a paid internship to remain as educators in the program.

Strategies were also reviewed to reach the targets, including meeting with the school principal; visiting classrooms to recruit new students; recall by e-mail of the youth

enrolled in the program; and adding new schools. These actions resulted in an increase in enrollments of 18.75% (from 286 to 316 youth) and this number may increase with the addition of the last school which has not confirmed its participation yet.

Classes began on March 01, 2010 in 08 (eight) of the eleven (11) schools. This delay occurred due to the fact that this year, the State of Bahia/Secretary of Education maintained school enrolment open through March. Classes at FIB, initiated the subsequent week on account of the training of the new student-educators who started university classes in March.

Schools that began classes on March 1, 2010 are forecasted to end on July 09, 2010; those who started on March 08 2010, on July 16, 2010. The groups which began on March 15, 2010, are expected to end on July 07, 2010. And finally, the groups beginning on April 12, are expected to end on August 18, 2010.

Attachment A – Youth Data Analysis, shows the baseline for this cohort of students.

1. B. Pre-Test

AIR evaluated the pre-test test and reviewed the questionnaire. After several modifications, we proposed a new version for 2010, with more objective questions and the addition of questions in English.

Every year the pre-test is taken by 20% (twenty percent) of the youth enrolled in the program. In 2010, a total of 200 (52%) students answered the questionnaire. The following table shows the results of the pre-test per subject:

<i>Results of the pre-test for 2010 cohort of Enter Jovem Students</i>								
THEME	QUESTIONS							
	1		2		3		4	
	correct	error	correct	error	correct	error	correct	error
Employability	31,1%	68,9%	67,9%	32,1%	89,3%	10,7%	36,2%	63,8%
Technology	67,2%	32,8%	25,1%	74,9%	14,4%	85,6%	14,4%	85,6%
Communication	32,8%	67,2%	46,2%	53,8%	46,7%	53,3%	25,6%	74,4%
Professional Posture	30,9%	69,1%	1,5%	98,5%	73,2%	26,8%	70,6%	29,4%
Entrepreneurship	75,1%	24,9%	69,4%	30,6%	34,7%	65,3%	33,7%	66,3%
Citizenship	11,9%	88,1%	22,8%	77,2%	24,9%	75,1%	56,5%	43,5%
Leadership	79,2%	20,8%	18,2%	81,8%	63,5%	36,5%	41,7%	58,3%

Some subjects seemed to be easily understood by the youth before taking the course. However, the questionnaire shall be modified so that the team can compare the answers to the ones given in the post-test and assist in verifying the level of understanding of concepts in the Enter Jovem Program.

The English pre-test was added to the employability pre-test, as a module within the assessment. This test, as well as the Employability and Technology pre-test, will indicate the level of knowledge of the subject students had before starting the training.

A higher score was achieved in questions that required the use of reading strategies and a lower score when the questions referred to the meaning and use of the English language grammar or lexis.

When the answers of the pre-test are compared to the post-test the level of the students' performance shall be evaluated. It will also be possible to analyze how the material designed by AIR assists in the development of students' language proficiency.

The result for the English test was as follows:

Results of the English Pre-Test for 2010 cohort of Enter Jovem Students		
Questions	correct	error
33	74,3%	25,7%
34	58,8%	41,2%
35	30,8%	69,2%
36	22%	78%
37	40,1%	59,9%
38	59,3%	40,7%
39	12,6%	87,3%
40	40,7%	59,3%

1.C. Teacher/Educator Training

The teaching team organized a start-up meeting for the Teachers Training in 2010. The meeting took place on February 8, 2010 with the participation of fifteen (15) educators with experience in AIR's methodology of which 09 (nine) were male and 06 (six) female. In the aforementioned meeting, the academic coordinator presented the goals and responsibilities of each NETI and educator.

During the month of March there were 04 (four) Teacher Training workshops with an average of 6 teachers attending each one of them. Within this group, two teachers have shown outstanding development. The teachers have been allocated to the following schools:

Allocation of Teachers in Enter Jovem Schools - 2010	
Teacher	School
Ariadna Ladeia	C. E. Presidente Emílio Garrastazu Médici
Daniela Mustafa	C. E. João das Botas
Hilton Souza	C. E. Dona Leonor Calmon
Jorge Luiz Peret	C. E. Presidente Costa e Silva
Luiz Henrique Sanches	C. E. Presidente Castelo Branco
Tatiane Portella	C. E. Alípio Franca
Yasodhara Barata	ICEIA

The English teachers started the continuing education curriculum offered by AIR in March. However the beginning of the English classes in the schools was not authorized by the State Department of Education yet. The English Classes are scheduled to start next quarter.

1.D. Youth Certification – Year VI

The certification of youth from Year VI has not occurred yet. Explanations have been provided to the program graduates. The printed certificates were sent to the State Department of Education of Bahia (SEC-BA) to be signed by their representative and despite constant contact made by our team in the last month and a half, the certificates have not been returned to AIR’s office.

2. Labor Market Insertion Strategy (LMIS)

This quarter, an additional **35 youth** joined the formal job market. Of these, **71%** have retained their jobs for more than three-months while some are still completing the probation period. The majority (21 youth) were hired as full time employees with signed Labor Cards. The number of students hired and who have retained their jobs by job category is presented in the table below.

Year VII – Second Quarter
Number of Youth Hired by Job Type
YEAR 7

	QR1	QR2	QR3	QR4	Total
Contract (CLT)	33	21			54
Paid Internship	5	5			10
Apprenticeship	9	9			18
Grand Total	47	35	0	0	82

A total of **81 youth have been hired in Year VII**. The disaggregation by age and gender is shown in the following table:

Year VII – Total Number of Youth Hired by Age and Sex

Age	Female	Male	Total
16	1	1	2
17	3	1	4
18	12	9	21
19	6	3	9
20	7	9	16
21	5	7	12
22	1	4	5
23	5	5	10
24	0	1	1
25	0	2	2
TOTAL	40	42	82

One may notice from the table above, that there has been a gender balance in terms of the youth entering the market.

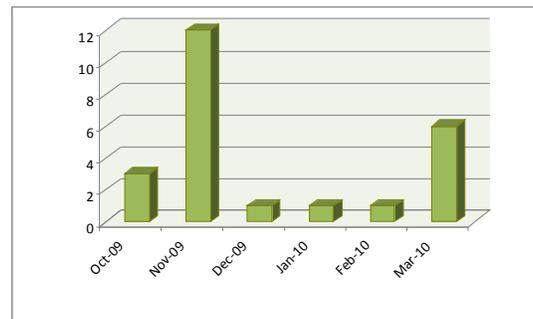
To achieve these results, AIR's LMI Team have sent about **13,900 emails** with weekly job opportunity lists to 1,156 program beneficiaries, educators and its implementing partners. Additionally, approximately 110 youths have been referred for selection processes during this quarter by AIR.

The following table shows what AIR and partners have been able to accomplish during these years:

State		YR 1	YR 2	YR 3	YR 4	YR 5	YR6	Total	Rates
Bahia	Trained	223	489	488	561	648	407	3223	
	Placed	120	147	225	121	142	29	795	25%
	Retained jobs	107	127	213	107	108	11	676	85%
<hr/>									
Pernambuco	Trained	157	737	410	450	1990	0	3744	
	Placed	54	95	84	19	441	0	693	19%
	Retained jobs	43	36	23	8	381	0	491	71%
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Ceará	Trained	0	0	380	288	0	0	668	
	Placed	0	0	250	288	0	0	538	81%
	Retained jobs	0	0	250	288	0	0	538	100%
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	Trained	380	1226	1148	1299	2638	407	7505	
	Placed	174	242	559	428	583	29	2026	27%
TOTAL	Retained jobs	150	163	486	403	489	11	1705	84%
<hr/>									
RATES	Completion								
	Placement	46%	20%	49%	33%	22%	7%	27%	
	Retention	86%	67%	87%	94%	84%	38%	84%	

The insertion strategy in which youth from Year VI of the program were prioritized in the selection processes was maintained. In the months of December, January and February, there was a significant reduction of selection processes, but in March, the availability of job vacancies increased with the proximity of Easter as indicated in the chart below.

Number of Selection Processes for Job Vacancies by Month
Between December 2009 and March 2010



3. Public Policy

3.A. Apprenticeship Forum in Bahia

The **Fórum Baiano de Aprendizagem Profissional** - FOBAP was constituted as an area of social articulation between governmental and non-governmental, private and public organizations in order to stimulate and encourage debate, mobilization and the insertion of learners with or without disabilities into the employment market, as well as to support actions for the implementation and improvement of Apprenticeship legislation.

The Coordination Group will be formed by twelve (12) members, including the Regional Superintendent of Labor and Employment in the State of Bahia (SRTE-Ba), the 5th General Attorney Ministry of Labor in the State of Bahia (MPT-Ba), the Public Ministry of the State of Bahia and the Representation of the ILO (International Labor Organization) in Bahia, and representatives of institutions elected to compose the Collegiate Coordination

It is the Coordination Group's responsibility to:

- I - call regular and special meetings;
- II - prepare agenda and minutes of meetings;
- III - appoint a member of the Forum, preferably a member of the Coordination Group, to represent it at the governmental and non-governmental organizations to develop activities linked to apprenticeship in ceremonies and events, and also maintain contacts with the press;
- IV - to apply the guidelines issued by the Plenary of the Forum, to coordinate implementation of the annual planning of the Forum, articulate and monitor the work of the Apprenticeship Forum;
- V - joint support and establish partnerships to facilitate the smooth functioning of the Forum; and,
- VI - appoint the Executive Secretary and Deputy Secretary of the Executive Secretariat of the Forum.

Mrs. Edmea Nunes, from the American Institutes for Research, was unanimously elected by all members as the representative of the Nonprofit Organizations (ESFL –

Entidades Sem Fins Lucrativos) at the Forum. Mrs. Nunes has been actively advocating for better legislations and law reinforcement.

4. Public and Private Partnerships

4.A. IBM Brasil: Reading Companion

Computers donated to the schools by IBM were delivered to three schools. The fourth school which should have received a donation of ten (10) computers has had its contract retained by the State Department of Education of Bahia. Currently, IBM is making the modifications requested by State Department of Education.

Presently, the actions related to the educational environment and IBM Reading Companion are dependent on the start of the English classes. If the State refuses to authorize the start up of the English for Global Communications module in the schools, AIR has arranged to open online training groups for youth that participate in the schools with Enter Jovem. The training team will meet in early April, to check on the status of the Reading Companion Program in the schools.

4.B. CELPE/ Grupo Neoenergia

The Energy Efficiency Program in Recife, Pernambuco started on February 4, 2010 with a target of five hundred (500) youth and an estimate of 5.000 (five thousand) light bulbs being exchanged through the grant provided by CELPE. The objective of the Memorandum of Understanding signed between the two institutions is to bring additional benefits to Enter Jovem program beneficiaries from previous years:

- (1) AIR will deliver its Energy Efficiency Training to beneficiaries; and,
- (2) Youth who perform above average on the final assessment will be added to CELPE's personnel databank to be hired in the future.

The initial contact took place on March 1, 2010 and since then the team in Recife is in the process of inviting young graduates of the program in Pernambuco. The major barriers faced by AIR's staff in Recife for summoning and enforcing the enrolment were outdated phone numbers and youth who have entered the labor market, but had not been reported.

The next step was the organization of the Teacher/Educator Training Program which was done by AIR staff (Recife and Salvador), and CELPE/ COELBA. The educators discussed topics related to Energy Efficiency. At this time, 16 (sixteen) people, including managers and educators participated.



Energy Efficiency Workshop



AIR trained 11 teachers who will be delivering training to students during the next quarter.



Energy Efficiency Teacher Training



5. Success Story

Josenilton Santos de Souza, 22 years, a high school graduate who lives in Campinas de Pirajá and participated in the Enter Jovem Employability & Technology Program training at the Association de Moradores (Resident's association) Champagnat, in Boa Vista do Lobato, and hired by Clinica de Assistência da Mulher – CAM, on September 22, 2009, as a telemarketer, was named **Best Telemarketing Operator** in November / December 2009. The election is held between officials from all sectors of the company and the customers. Testimony of Josenilton by e-mail: "I wanted to humbly share this happiness with you. The result came out a few days now, elections for the *highlight of the month* happen every two months...the result was released a few days ago and I was very happy because I've been trying to do my best. I tried to learn everything the teacher taught in class. Nowadays, this is critical. I am grateful that I had the support from this course and the people who collaborated during my conquest ... I never expected to win since there are people who also do a good job, have been in the company longer than me and that have never won."

Besides Josenilton, Ivanilton Almeida da Anunciação , LFC graduate and Carlos Filipe Sacramento Santos, a graduate from the State College Almirante Barroso, are working in the same company. According to Rita, Ivanilton and Josenilton’s supervisor, these youngsters are dedicated, responsible and polite, and stand out from the others. Ana Claudia, a nurse responsible for the MRI and Carlos Filipe’s supervisor, also reports that he is an excellent employee.

6. Monitoring & Evaluation

The following indicators represent AIR/Enter Jovem’s progress during this quarter:

IR 1: Increased marketable skills training for disadvantaged youth			
Indicator	Description	Means of Verification	Accomplished
1.1) 1000 enrolled youth (Disaggregated by sex and age)	Number of youth who fill the Youth Data Form	▪ Employability Database	925
1.2) 900 youth complete training (Disaggregated by sex and age)	Number of youth who deliver all products and have an attendance of at least 75%	▪ Performance indicators ▪ Product Survey ▪ Attendance	407
1.3) 10% increase in student’s marketable skills upon completion of the employability, technology and language training	Difference in the percentages of youth whose test scores are very good or excellent in the 8 E&T training subjects ³ between pre and post tests	▪ Pre and Post Testing	NA
1.4) 10 partner schools implement program	Number of schools who sign Lol to house a NETI	▪ Letter of Interest	11
IR 2: Increased access of disadvantaged youth to formal market employment			
Indicator	Description	Means of Verification	Description
2.1) 200 youth (40%) are hired into the formal job market (Disaggregated sex and age)	Youth placed into the job market. Number of youth hired divided by the total number of youth who completed the training within the year. Youth from previous years who is hired after November 2008 will also be counted towards this target.	▪ Employability Database	247 (61%)
2.2) 75% of the youth hired retain their jobs for a 3-month period (Disaggregated by sex and age)	Youth placed into the job market for a three-month period or more and are still at the same working place or in a better job, compared to the total of inserted youth.	▪ Employability Database	192 (77%)
2.4) 60% employer satisfaction	Number of employers who reports that youth’s performance meet their expectations	▪ Performance Survey	NA

NA = Not applicable this quarter

³ Percentage is calculated as the number of youth who achieve good or excellent test scores, divided by the number of youth who took both tests.

Relatório Análítico de Jovens

Filtrado por: Data registro inicial: 01/04/2010 ; Status: Ativo

Idade	Perc. (%)	Total
16	31.33%	99
17	24.05%	76
18	21.84%	69
19	7.91%	25
20	5.38%	17
21	3.80%	12
22	3.16%	10
23	1.58%	5
24	0.95%	3
Total	100.00%	316

Sexo	Perc. (%)	Total
F	71.84%	227
M	28.16%	89
Total	100.00%	316

Estado	Perc. (%)	Total
BA	100.00%	316
Total	100.00%	316

Telefone	Perc. (%)	Total
Celular	33.33%	316
Recados	33.33%	316
Residencial	33.33%	316
Total	100.00%	948

E-Mail	Perc. (%)	Total
	0.00%	0
E-Mail	100.00%	316
Total	100.00%	316

Status do Jovem	Perc. (%)	Total
CURSANDO	100.00%	316
Total	100.00%	316

Tamanho da camisa:	Perc. (%)	Total
	0.32%	1
G	44.62%	141
GG	3.80%	12
M	32.28%	102
P	18.99%	60
Total	100.00%	316

Relatório Análítico de Jovens

Filtrado por: Data registro inicial: 01/04/2010 ; Status: Ativo

Qual a sua etnia ou cor?		Perc. (%)	Total
	Amarelo (Asiático)	3.16%	10
	Branca	10.13%	32
	Indigena	2.85%	9
	Negra	54.75%	173
	Parda	29.11%	92
Total		100.00%	316

Qual o seu estado civil?		Perc. (%)	Total
		0.32%	1
	Casado(a)	0.32%	1
	Solteiro(a)	99.37%	314
Total		100.00%	316

Você tem filhos?		Perc. (%)	Total
		0.95%	3
	Não	96.52%	305
	Sim	2.53%	8
Total		100.00%	316

Quantos filhos?		Perc. (%)	Total
		97.47%	308
	1	2.53%	8
Total		100.00%	316

Você é portador de alguma deficiência?		Perc. (%)	Total
		1.58%	5
	Não	97.47%	308
	Sim	0.95%	3
Total		100.00%	316

Qual deficiência?		Perc. (%)	Total
		99.37%	314
	Com baixa visão ou visão subnormal	0.63%	2
Total		100.00%	316

Relatório Análítico de Jovens

Filtrado por: Data registro inicial: 01/04/2010 ; Status: Ativo

Quantas pessoas moram na sua casa, contando com você?	Perc. (%)	Total
	4.11%	13
1	0.32%	1
10	0.95%	3
11	0.32%	1
12	0.63%	2
14	0.32%	1
2	6.96%	22
3	20.89%	66
4	32.28%	102
5	18.35%	58
6	10.13%	32
7	2.53%	8
8	1.27%	4
9	0.95%	3
Total	100.00%	316

Renda familiar?	Perc. (%)	Total
	0.95%	3
0-1 Salário Mínimo	35.76%	113
Acima de 1 Salário Mínimo - 2 Salários Mínimos	39.87%	126
Acima de 2 Salários Mínimos - 4 Salários Mínimos	20.25%	64
Acima de 5 salários Mínimos	3.16%	10
Total	100.00%	316

Escolaridade:	Perc. (%)	Total
Cursando Ensino Médio	83.54%	264
Ensino Médio Concluído	16.46%	52
Total	100.00%	316

Ano que está cursando o ensino médio?	Perc. (%)	Total
	19.62%	62
1º	12.34%	39
2º	26.27%	83
3º	41.77%	132
Total	100.00%	316

Turno que estuda?	Perc. (%)	Total
	19.30%	61
Manhã	45.25%	143
Noite	4.11%	13
Tarde	31.33%	99
Total	100.00%	316

Você já trabalhou com carteira assinada antes?	Perc. (%)	Total
Não	96.20%	304
Sim	3.80%	12
Total	100.00%	316

Relatório Análítico de Jovens

Filtrado por: Data registro inicial: 01/04/2010 ; Status: Ativo

Se sim, qual era seu salário mensal?	Perc. (%)	Total
	97.15%	307
1 Salário Mínimo	1.58%	5
Menos que 1 salário mínimo	1.27%	4
Total	100.00%	316

Você está trabalhando com carteira assinada atualmente?	Perc. (%)	Total
	1.90%	6
Não	97.78%	309
Sim	0.32%	1
Total	100.00%	316

Se sim, qual é o seu salário mensal?	Perc. (%)	Total
	100.00%	316
Total	100.00%	316

Quais documentos são necessários para trabalhar formalmente?	Perc. (%)	Total
Carteira de identidade	22.82%	306
Carteira de Registro Militar (se for masculino)	5.67%	76
Carteira de Trabalho	23.27%	312
Comprovante de Votação da última Eleição	4.10%	55
CPF	22.30%	299
PIS	7.08%	95
Titulo de Eleitor	14.77%	198
Total	100.00%	1341

Quais documentos já possui?	Perc. (%)	Total
Carteira de identidade	28.04%	309
Carteira de Registro Militar (se for masculino)	2.54%	28
Carteira de Trabalho	19.42%	214
Comprovante de Votação da última Eleição	3.63%	40
CPF	26.41%	291
PIS	3.45%	38
Titulo de Eleitor	16.52%	182
Total	100.00%	1102

Você tem curriculum?	Perc. (%)	Total
	0.95%	3
Não	44.62%	141
Sim	54.43%	172
Total	100.00%	316

Relatório Análítico de Jovens

Filtrado por: Data registro inicial: 01/04/2010 ; Status: Ativo

Quantas vezes mandou seu curriculum para um processo seletivo?	Perc. (%)	Total
	1.58%	5
0	50.32%	159
1 - 5	32.91%	104
5 - 10	6.96%	22
Mais de 10	8.23%	26
Total	100.00%	316

Quantas vezes foi para uma entrevista de emprego?	Perc. (%)	Total
	0.95%	3
0	71.84%	227
1 - 2	19.94%	63
3 - 5	6.01%	19
Mais de 5	1.27%	4
Total	100.00%	316

Você sabe onde procurar emprego?	Perc. (%)	Total
	0.32%	1
Não	17.09%	54
Sim	82.59%	261
Total	100.00%	316

Procura emprego no jornal?	Perc. (%)	Total
	8.23%	26
As vezes	43.67%	138
Nunca	33.86%	107
Sempre	14.24%	45
Total	100.00%	316

Procura emprego na internet?	Perc. (%)	Total
	5.06%	16
As vezes	30.70%	97
Nunca	11.71%	37
Sempre	52.53%	166
Total	100.00%	316

Procura emprego com familiares?	Perc. (%)	Total
	6.33%	20
As vezes	39.87%	126
Nunca	14.56%	46
Sempre	39.24%	124
Total	100.00%	316

Relatório Analítico de Jovens

Filtrado por: Data registro inicial: 01/04/2010 ; Status: Ativo

Procura emprego com amigos?	Perc. (%)	Total
	6.33%	20
As vezes	44.30%	140
Nunca	14.87%	47
Sempre	34.49%	109
Total	100.00%	316

Procura emprego em agência de emprego?	Perc. (%)	Total
	6.96%	22
As vezes	25.63%	81
Nunca	39.87%	126
Sempre	27.53%	87
Total	100.00%	316

Já fez curso de informática?	Perc. (%)	Total
	1.90%	6
Não	33.86%	107
Sim	64.24%	203
Total	100.00%	316

Cursos que teria interesse?	Perc. (%)	Total
Água e telecomunicações	6.53%	74
Automação comercial	5.83%	66
Espanhol para turismo	11.92%	135
Gás & petróleo	10.77%	122
Hospitalidade	7.86%	89
Inglês para negócios	18.09%	205
Instalação de Redes	7.33%	83
Leiturista do setor energético	2.47%	28
Práticas hoteleiras	6.35%	72
Turismo	12.80%	145
Vendas	10.06%	114
Total	100.00%	1133